

COLLEGE OF POPULATION HEALTH

From Climate Change to COVID-19: Using Entertainment-Education for Public Health

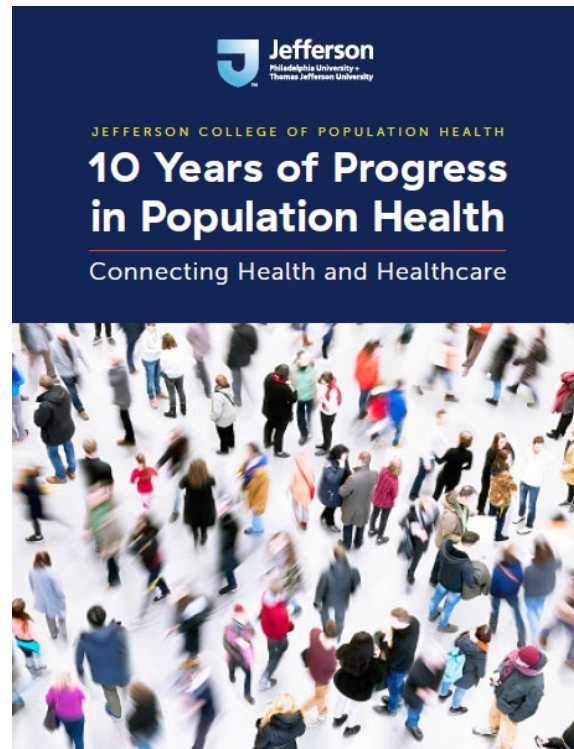
PopTalk Webinar Series

May 5, 2021



Jefferson
Thomas Jefferson University

Jefferson College of Population Health



Rosemary “Rosie” Frasso, PhD, MSc, MSc, CPH

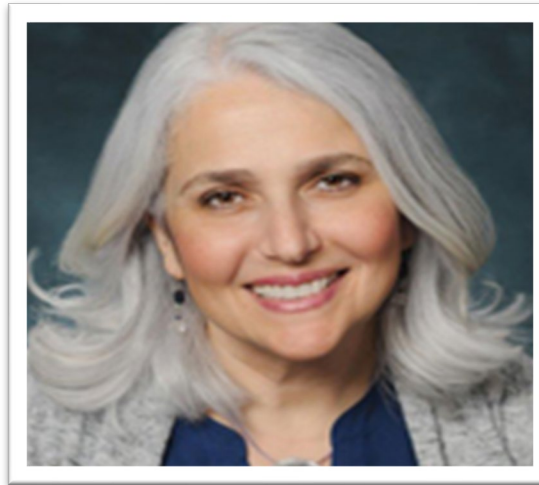
Professor

Program Director, Public Health

Jefferson College of Population Health

Associate Director for Public Health

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From Climate Change to COVID-19: Using Entertainment Education for Public Health

Today's Presenters



Amy Henderson Riley, DrPH, MCHES
Assistant Professor
Jefferson College of
Population Health



Lyena Birkenstock
MD/MPH Student
Sidney Kimmel Medical College
Jefferson College of
Population Health



Elizabeth (Lizzy) Critchlow
MD/MPH Student
Sidney Kimmel Medical College
Jefferson College of
Population Health

Outline of Presentation

Introduction to
entertainment-
education

Amy Henderson
Riley
Assistant
Professor, JCPH



Entertainment-
education and
climate change

Lyena Birkenstock,
MD/MPH Student



Entertainment-
education and
COVID-19

Lizzy Critchlow,
MD/MPH Student



Core Areas of Health Communication in Public Health

Health literacy

Social marketing

Patient-provider
communication
and medical
communications

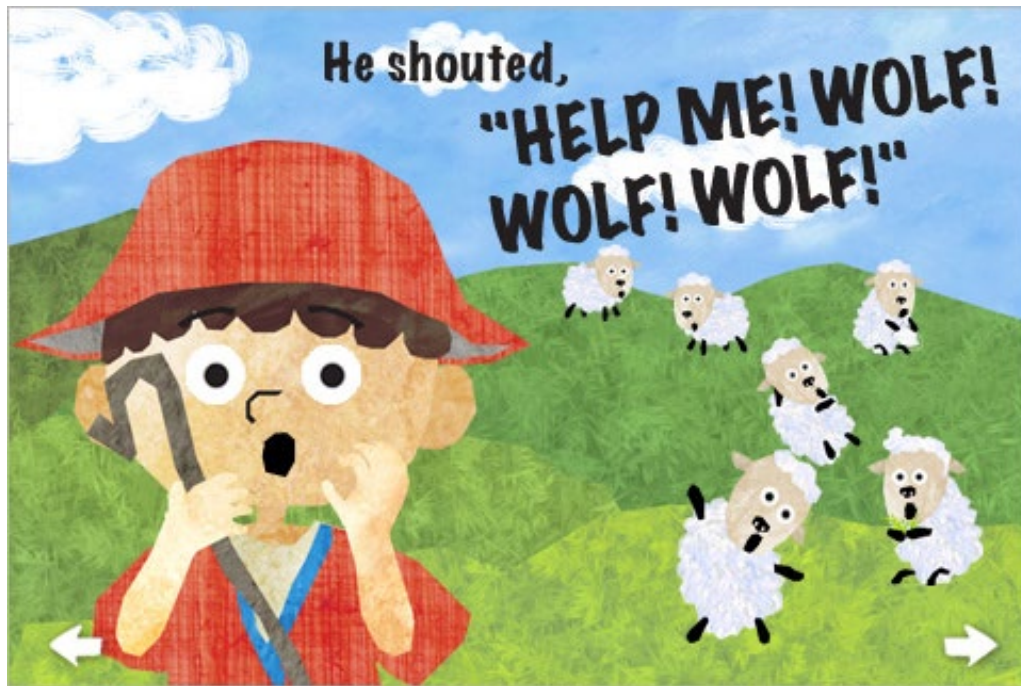
Public relations

Community
mobilization

Policy
communication/pu
blic advocacy

Mass Media and
New Media

Entertainment-Education: A Science-Based Storytelling Strategy for Public Health



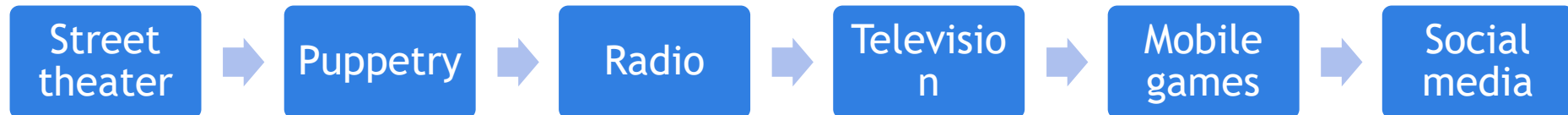
What is entertainment-education?

- **Entertainment-Education (EE):** The process of designing and implementing a media message to both entertain and educate to increase audience members' knowledge about an educational issue, create favorable attitudes, shift social norms and change overt behavior (Rogers & Singhal, 1999)



Brief History

- Roots in oral and performing arts traditions
- 1940's: The Lawsons (Australia)
- 1950's: The Archers (United Kingdom)
- 1960's and 1970's: Sabido soap operas
- Dissemination by PCI Media Impact, Johns Hopkins Center for Communication Programs
- Today: a global strategy that has been implemented in countries around the world



Why use entertainment-education?



- Hard to reach audiences
- Cost-effective
- Creative
- Oral understanding/does not require literacy
- Channel for talking about sensitive issues
- Address a range of public health challenges concurrently
- Everyone loves a good story!

Who produces entertainment-education?

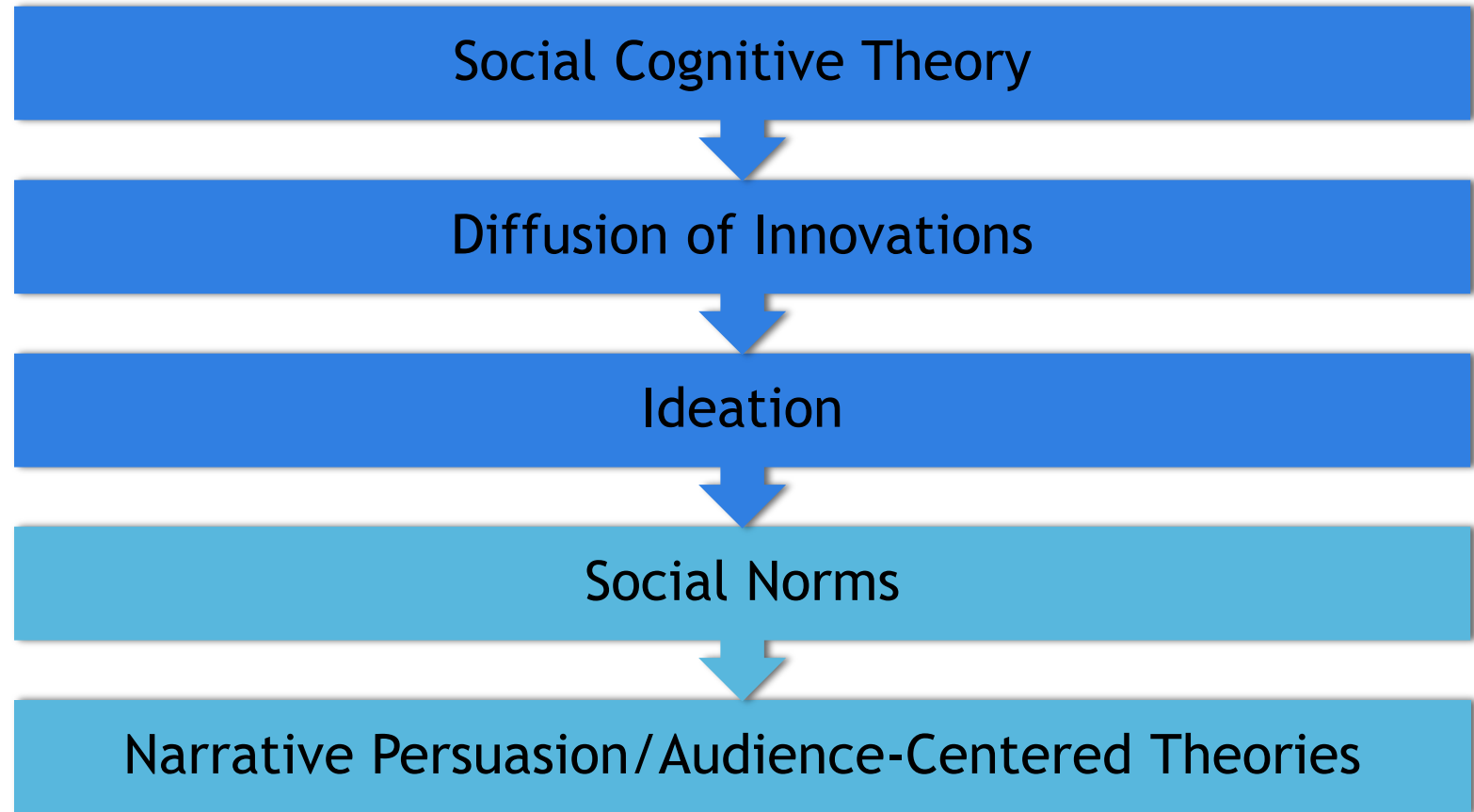


Who funds entertainment-education?

- U.S. government and agencies (e.g., USAID, CDC, PEPFAR)
- Foreign governments and agencies
- U.N. programs and agencies (e.g., UNICEF, UNFPA, UNAIDS, WHO, WFP)
- Private foundations (e.g., Macarthur, Gates)
- ROI: Relatively low cost per person when it comes to behavior change (e.g., \$2.49 per person who watched the EE program *Jasoos Vijay* in India and started using condoms)

How does EE work?

Selected Cross-Cutting Theories Applied to EE



Topics covered in entertainment-education

HIV/AIDS

Family
planning

Birth spacing

Breastfeeding

Prenatal care

Institutional
delivery

FGM/C

Handwashing

And many
more!

Entertainment-Education and Climate Change

About the Project

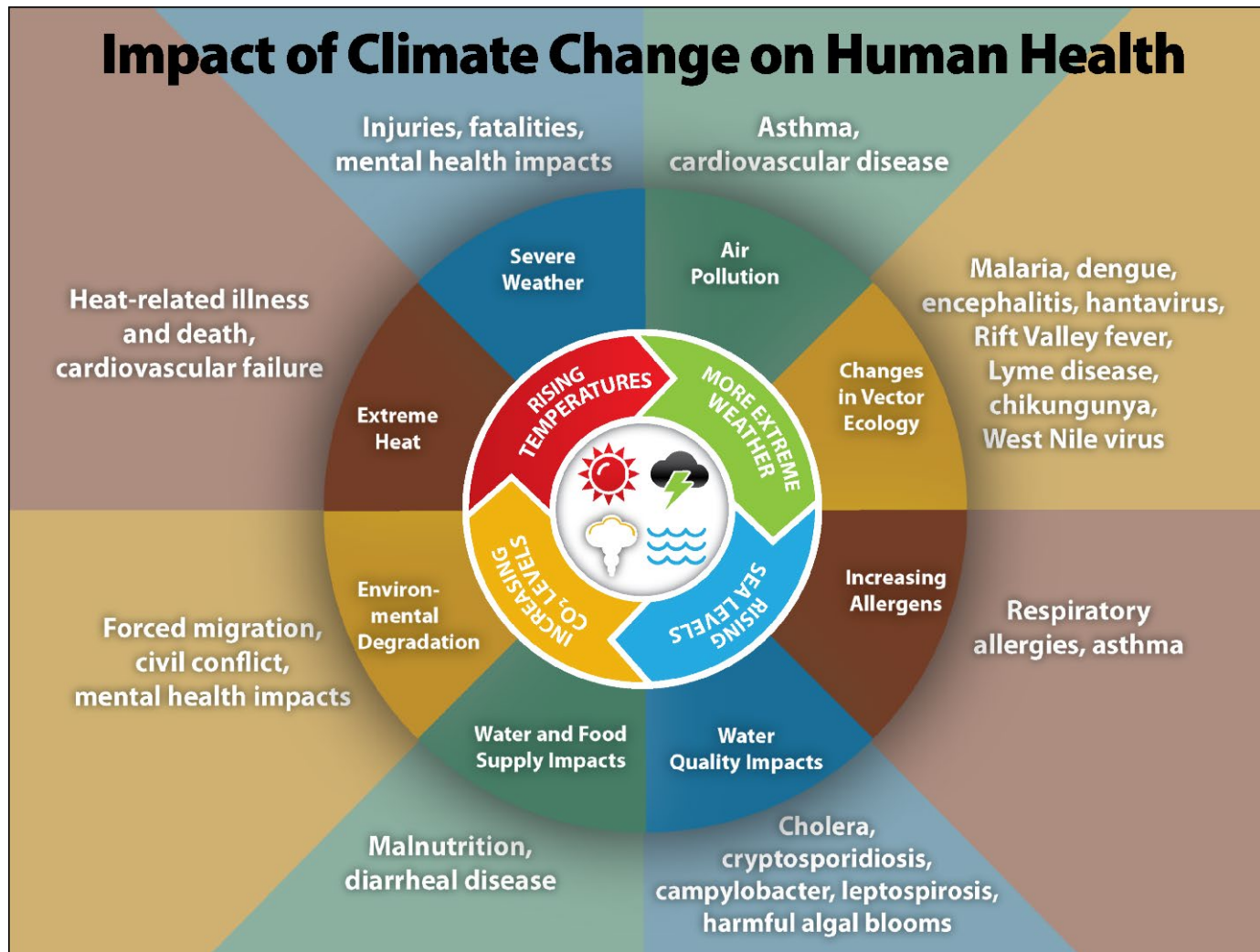
Mentors & Collaborators

- Suruchi Sood, PhD (Associate Professor, Dornsife School of Public Health, Drexel University)
- Amy Henderson Riley, DrPH (Assistant Professor, Jefferson College of Population Health, Thomas Jefferson University)

Upcoming Publications/Press

- *Publication Pending: Book Chapter*
- *Under Review: Journal Article*

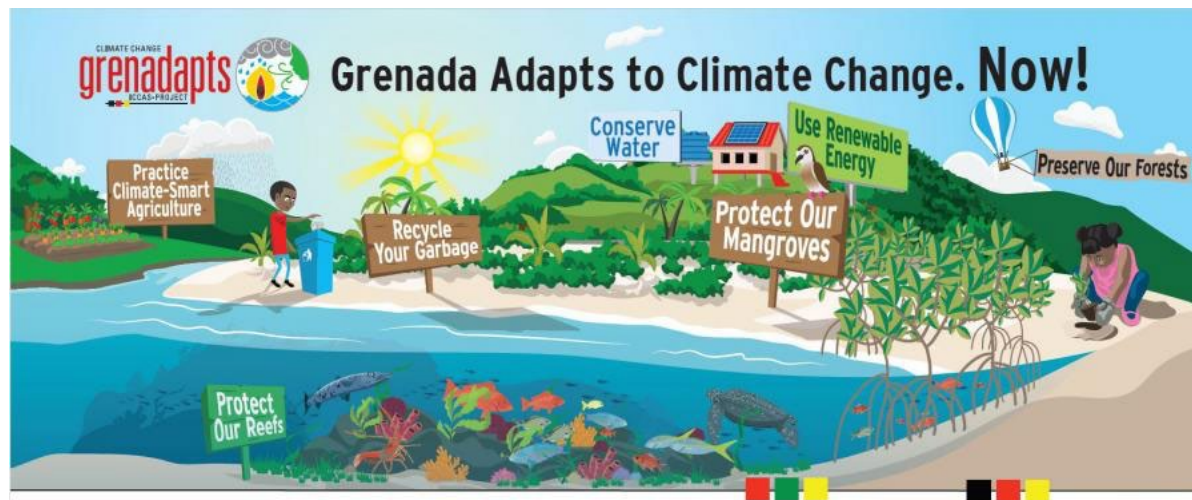
Climate Change as a Public Health Issue



National Center for Environmental Health, CDC 2021

Public Health Messaging around Climate Change

- Mitigation
 - Shift consumption behaviors
 - Advocate for government and industry changes
- Adaptations
 - Understand how climate change can affect lives
 - Learn how to cope with changes in climate



Role of EE in Climate Change

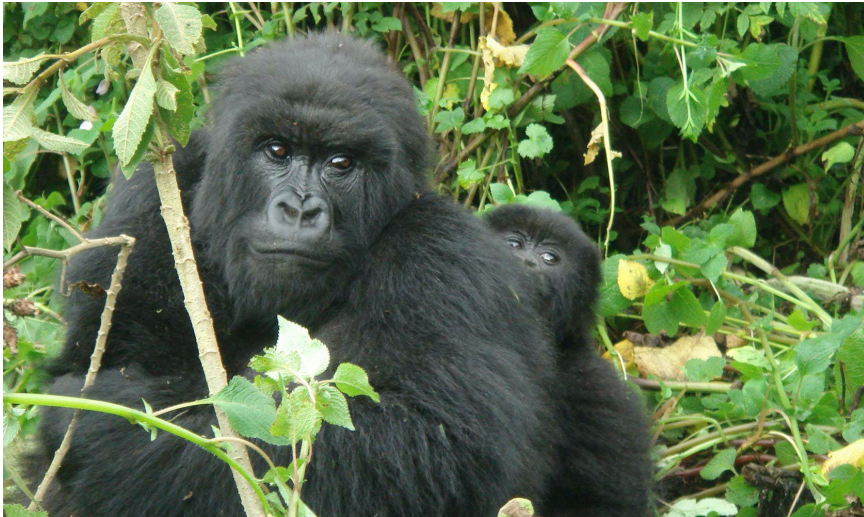
- Creative, tailored, evidence-based communication
- Make climate change science relatable
- Encourage daily changes to behavior

Three Emerging Approaches of EE and Climate Change

- 
1. Traditional entertainment-education
 2. Social impact entertainment
 3. Unplanned/unknown entertainment

1. Traditional entertainment-education

- Programs based off theoretical foundation and best practices for EE
- Focused on climate change



Umurage Urukwiye
(Rwanda's Brighter Future)
Rwanda



Punta Fuego
(Fire Point)
Belize

2. Social Impact Entertainment

- Strategic incorporation of messages into existing media and entertainment
- Producers may not be aware of theory and research of EE



NBC's *30 Rock*



ABC's *Modern Family*



CBS's *Madame Secretary*

3. Unplanned/unknown entertainment

- Climate change is center of the narrative
- Intended for entertainment or information rather than prosocial purposes



Netflix's *Black Mirror*



HBO's *Game of Thrones*



National Geographic's
Life Below Zero

Takeaways

- Connect to EE theory and evidence base
 - Design with SMART, measurable actions
- Need specific, manageable cues to action
- Consistent, positive messaging
 - Reduce eco-anxiety and dystopic future
- Regions only minorly impacted by climate change challenges the urgency of messaging
- Link climate change with other public health issues

Entertainment-Education and COVID-19: Three Global Cases

About the Project

Mentors & Collaborators

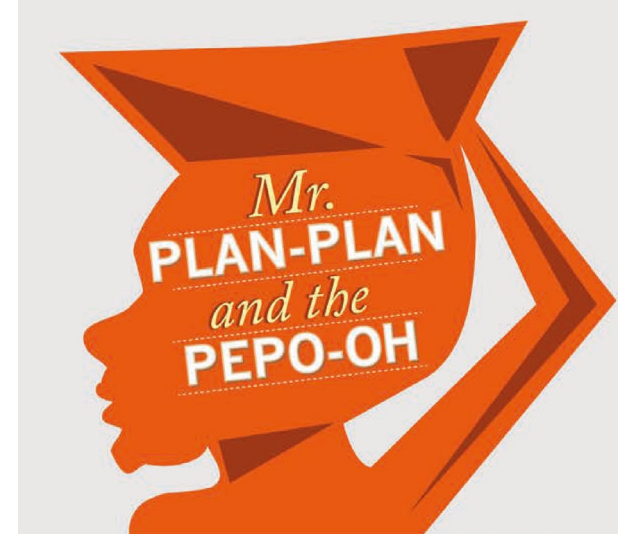
- Amy Henderson Riley, DrPH (Assistant Professor, Thomas Jefferson University)
- Angeline Sangalang, PhD (Assistant Professor, University of Dayton)
- Meesha Brown (PCI Media)
- Radharani Mitra (BBC Media Action)
- Brenda Campos Nesme (Sésamo)

Publications/Press

- Riley, A. H., Sangalang, A., Critchlow, E., Brown, N., Mitra, R., & Campos Nesme, B. (2021). Entertainment-education campaigns and COVID-19: How three global organizations adapted the health communication strategy for pandemic response and takeaways for the future. *Health Communication*, 36(1), 42-49. <https://doi-org.proxy1.lib.tju.edu/10.1080/10410236.2020.1847451>
- The Nexus
 - <https://nexus.jefferson.edu/science-and-technology/communicating-information-about-covid-19-using-entertainment-education/>
- Rain Barrel Communications blog
 - <https://www.rainbarrelcommunications.com/the-flow/adapting-entertainment-education-programs-during-covid-19-takeaways-from-three-global-organizations>

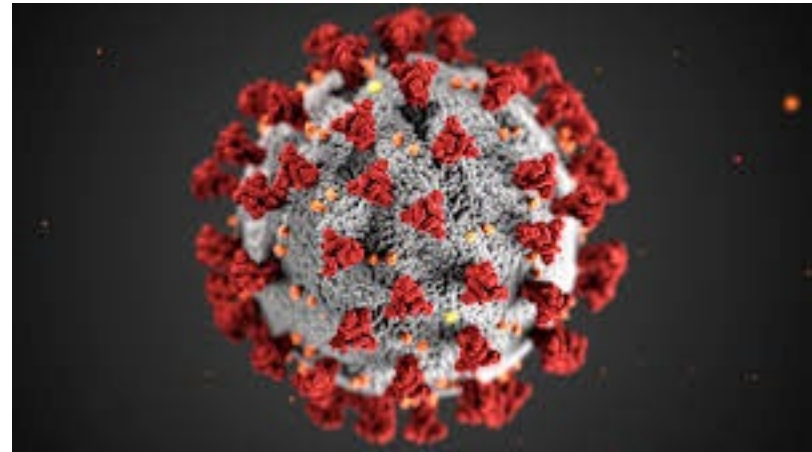
EE and Emerging Health Crises

- Ebola outbreak (West Africa, 2014)
 - Songs from local artists
 - *I Survived Ebola* campaign (PCI Media)
 - *Mr. Plan-Plan and the Pepo-oh* (BBC Media Action)
- Zika outbreak (South America, 2015)
 - Sésamo PSA-style clips



COVID-19 Challenges to EE

- Stay-at-home orders
- Rapidly evolving information
- Diverse audiences over large geographic areas



Case 1: PCI Media

- Adaptations to existing radio show *Ouro Negro* (Black Gold)
 - New COVID-19 mini series with existing characters
 - Health content sourced from WHO
 - Live call-in with health experts and “chat bot”
 - Consulted with UNICEF and Ministry of Health for safety



Case 2: BBC Media Action

- New program: *Paheli Pahelwan* (The Riddleman)
 - Radio interstitials presenting COVID-19 information
 - Framework developed with UNICEF and Jhpiego, in partnership with Ministry of Health & Family Welfare, Government of India
 - Distributed on community stations
- Rebroadcast old content: *AdhaFULL* (Half Full)
 - Lockdown expedited rebroadcast on Indian national television
- Cancelled ongoing program: *Navrangi Re!* (Nine to a Shade)



Case 3: Sésamo

- *Cuidándonos Unos a Otros* (Caring for Each Other)
 - Physical health
 - Socioemotional well-being
 - Learning at home
- *Comegalletas* (Cookie Monster) “at home”
- Redistributing/repurposing existing content
 - Colombian Institute for Welfare of Families shared content via WhatsApp
 - Peruvian Ministry of Education broadcasting existing series as part of distance learning



Takeaway 1: Start with Existing Infrastructure

- Leverage established partnerships and trust to quickly build capacity and support in unstable situations
 - Local and larger health organizations
 - Dissemination of media
- Established, known characters
- Repurposing existing content where possible
- Building from previous experiences (Ebola, Zika)

Takeaway 2: Work with Local Partners

- Culture is critical to storytelling
- Audience buy-in is key to building trust, especially during COVID-19
- Culturally familiar characters, local languages
- Two-way communication (call-in shows, WhatsApp)
- Leveraging partnerships with community to tailor more rapidly

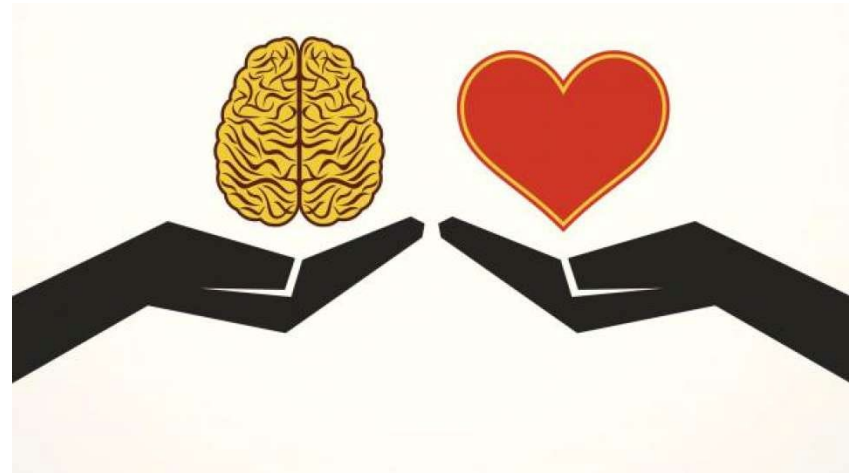
Takeaway 3: Focus on Storytelling but Incorporate Theory

- Understanding the backbone of EE
 - Storytelling
 - Engaging characters
 - Trust
- Role of EE constructs in social media
- “Fast fiction” as a way forward?

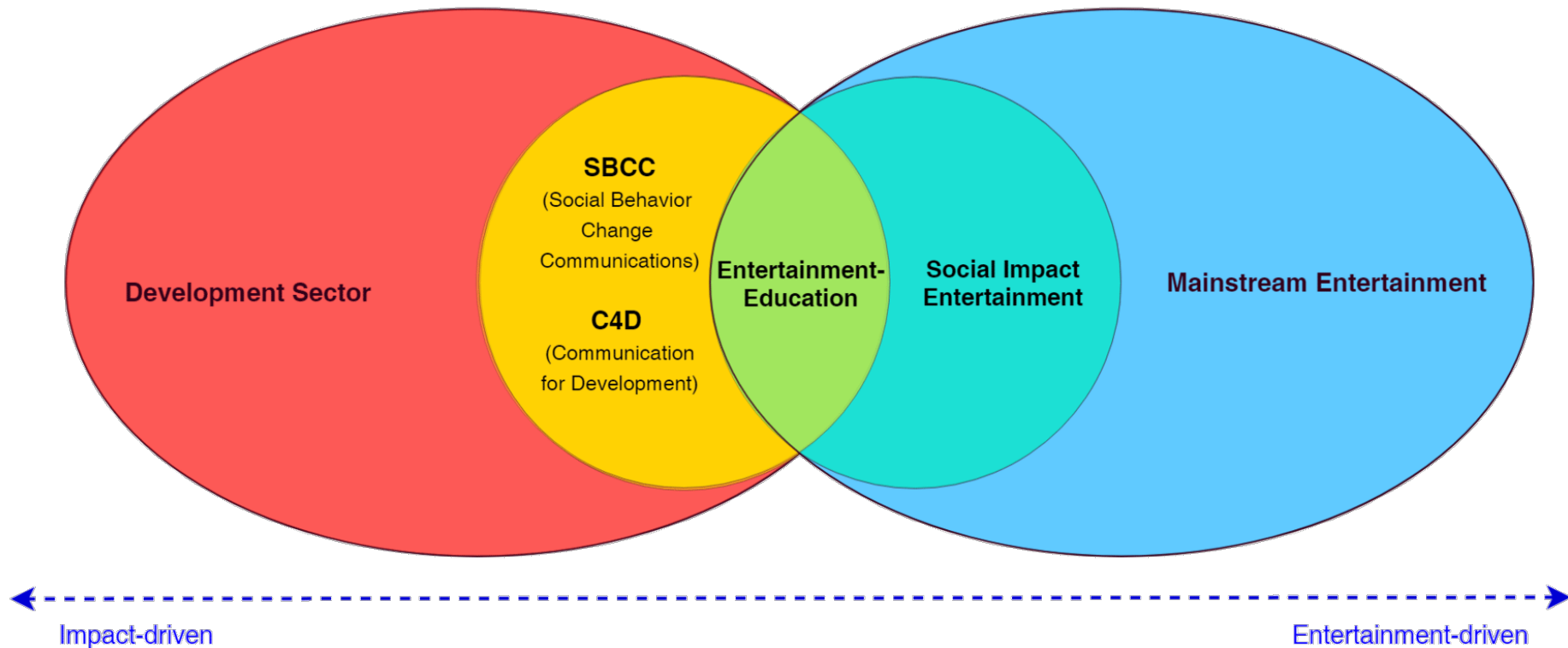


Advantages of EE in the COVID-19 Pandemic

- Enjoyable learning advantageous in times of high anxiety or uncertainty
- Trust building in an era of misinformation and distrust
- Emotional reactions meet emotional solutions



Future of EE?



SIE Society, 2021

Questions?

Introduction to entertainment- education

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Entertainment- education and climate change

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Entertainment- education and COVID-19

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Q & A



The graphic is divided into three main sections. The top section is a dark blue rectangle containing a word cloud of public health topics in various colors and orientations, including: Harm Reduction, Global Health, Housing, Opioids, Safety, Literacy, Immigrant Health, Cancer, Health Behavior, Epidemology, Food Insecurity, Sexual Health, Preparedness, LGBTQ Health, Race/Ethnicity, and Disparity. The middle section is a white rectangle with the text 'PUBLIC HEALTH' in large blue letters, followed by 'Master's Degree or Graduate Certificate' in smaller black text. The bottom section is a dark blue rectangle containing another word cloud of public health topics, including: Smoking, Healthcare Quality & Safety, Youth, Population Health, Gender Equality, Practice, Healthcare Access, Informatics, Equity, and Mental Health. To the right of these sections is a yellow rectangle with a geometric pattern, containing a quote in black text: 'Our program exposes students to the many different aspects of public health. Students get the opportunity to find their passion and sharpen their skills as they prepare to make a difference in the world.' The quote is flanked by large red quotation marks. Below the quote is the attribution: '— Rosemary (Rosie) Frasso, PhD, MSc, MSc, CPH' and 'Program Director, Public Health'.

PUBLIC HEALTH
Master's Degree or Graduate Certificate

“ Our program exposes students to the many different aspects of public health. Students get the opportunity to find their passion and sharpen their skills as they prepare to make a difference in the world. ”

— Rosemary (Rosie) Frasso, PhD, MSc, MSc, CPH
Program Director, Public Health

MPH Information Session for Jefferson Employees Only
May 11, 2021 | 12:00 - 1:00 pm ET

MPH Information Session - Open to Anyone
May 20, 2021 | 4:00 - 5:00 pm ET

JCPH Virtual Open House - All Programs
May 24, 2021 | 5:30-7:30 pm ET

Program details and registration for all
Information Sessions & Open House:
Jefferson.edu/MPH



PopTalk

Webinar Series

One-hour webinars featuring
experts in population health.

The Role of Medical Affairs in Health Outcomes Data Generation and Communication

May 13, 2021 | 12:00-1:00 pm ET

Addressing Social Determinants of Health: Practicalities for Healthcare Systems

May 19, 2021 | 12:00-1:00 pm ET

Women in Health Data Science and Statistics

June 2, 2021 | 12:00-1:00 pm ET

Details and registration: [Jefferson.edu/PHLS](https://jefferson.edu/PHLS)

Thank You!